Your research paper will be evaluated using the following rubric, which must be turned in with your final, typed copy on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Your paper must also be submitted to turnitin.com.

**Students can:**

Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions; and

Master the techniques of effective informational, literary, and **persuasive** writing.

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| Rubric Category | Exceeds Standards | Meets Standards | Approaching Standards | Below Standards |
| Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and sufficient evidence. (CCSS W.11-12.1)  Introduce a precise claim and create an organization that establishes clear relationships among the claim, reasons, and evidence. (CCSS W.11-12.1a) | Thesis statement is clear, focused, and predictive and offers the establishment of the counter-argument  Argument expertly uses a focused variety of the most appropriate persuasive techniques. Argument offers overwhelming and irrefutable evidence for the claim to be seen as valid.  The claim addresses the topic and the subject of your research. It is engaging and sophisticated and is clearly established and sustained throughout the paper.  Organization anticipates the reader’s needs for understanding. The claim, reasons, and evidence are logically and preemptively clear and focused. | Thesis statement is clear, focused and predictive.  Argument effectively uses persuasive techniques (including ethos, pathos, and logos). Argument uses enough evidence for the claim to be seen as valid.  The claim addresses the topic and the subject of your research. It is clearly established and sustained.  Organization assists the reader in understanding the claim and its reasons. Evidence is logically presented. | Thesis statement is present but may be vague.  Argument attempts to use persuasive techniques (including ethos, pathos, and logos). Argument uses some evidence for the claim to be seen as valid  The claim is hard to find and must be inferred; the writer struggled with narrowing the research topic.  Organization is present but may not assist the reader in understanding the claim and its reasons, which may be vague. Evidence is illogically presented. | Thesis statement is not present or is indistinguishable. No argument is defined.  No argument is made.  Evidence is offered, but connections and explanation are not clear in making a point.  There is no claim. The reader is not sure what the research topic was.  Organization is not presented. The claim, reasons, and evidence are vague or irrelevant. Little effort is made to assist the reader in understanding. |
| Use words, phrases, and clauses to link the major sections of a text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (CCSS W.11-12.1c) | Thoughtful transitions clearly show how ideas connect  Transitions expertly establish the relationship between the claim and the counter-claims in order to clearly establish the validity of the claim. | Common transitions are logically sequenced and flow smoothly.  Transitions establish the relationship between the claim and the counter-claims in order to establish the validity of the claim. | Sporadic transitions are evident.  Transitions establish the claim of the paper. | Transitions are illogically sequenced or missing entirely.  Transitions detract from or do not progress the claim of the paper. |

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| Provide a concluding statement or section that follows from and supports the argument presented. (CCSS W.11-12.1e) | The conclusion synthesizes ideas from the research accurately and creatively in a sophisticated and engaging manner. | The conclusion synthesizes ideas from the research accurately. | The conclusion summarizes ideas from the paper without an attempt at synthesis. | There is no conclusion, or the conclusion does not synthesize ideas from the research. |
| Integrate information from different sources to research and complete a project. (CCSS W.11-12.7/.8) | Three credible sources are used.  There are more than three supporting details and examples from your research, and all are skillfully blended into context sentences. | Three credible sources are used.  There are at least three supporting details and examples from your research, and most are blended into context sentences. | Fewer than three credible sources are used.  There are fewer than three supporting details and examples from your research, or the details and examples are out of context or do not blend into the context sentences. | Supporting details are lacking. |
| Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.(CCSS L.11-12.1) | There are no errors in grammar, mechanics or spelling.  Use of mechanics/grammar enhances the writing.  Sources are cited correctly in the text and on the Works Cited page. | Minimal errors in grammar, mechanics or spelling do not detract from the work.  Sources are cited correctly in the text and on the Works Cited page. | Errors in grammar, mechanics or spelling detract from the work.  Sources are not cited correctly in the text and/or on the Works Cited page. | There are “no excuses” errors (homophones such as there/ their/ they’re, periods outside of quotations, etc.).  Sources are not cited in the text and/or on a Works Cited page. |
| Use technology to produce and publish work. (CCS W.11-12.6) | The finished appearance is of superior quality.  The paper was submitted to turnitin.com. | Presentation/formatting is standard and predictable.  The paper was submitted to turnitin.com. | Presentation/formatting confuses the message.  The paper was submitted to turnitin.com. | The paper is sloppy.  The paper was not submitted to turnitin.com. |